



H E McCracken Middle

250 McCracken Circle
Bluffton, S.C. 29910

Grades	6-8 Middle School	
Enrollment	1,133 Students	
Principal	Phillip Shaw	843 706-8700
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

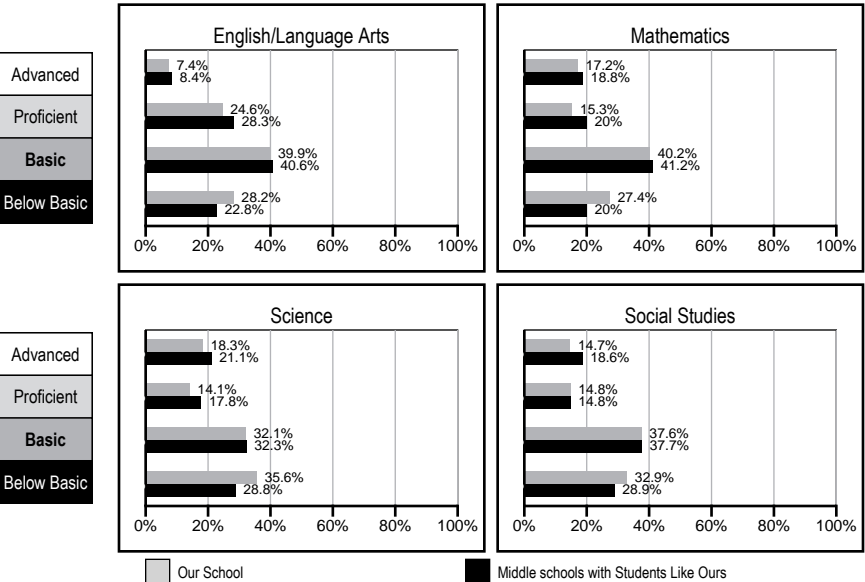
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 90.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	31	10	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	98.5
English 1	96.2	94.5
Physical Science	0	41.0
All Subjects	98.3	98.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,133)				
Students enrolled in high school credit courses (grades 7 & 8)	12.6%	Up from 4.5%	27.0%	19.4%
Retention rate	1.0%	Up from 0.8%	2.0%	1.8%
Attendance rate	96.6%	Up from 96.1%	96.0%	95.8%
Eligible for gifted and talented	20.8%	Up from 18.3%	20.8%	15.3%
With disabilities other than speech	9.8%	Up from 8.7%	11.4%	12.9%
Older than usual for grade	1.6%	Up from 1.3%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Up from 2.1%	0.9%	0.7%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=75)				
Teachers with advanced degrees	53.3%	Up from 53.0%	57.6%	55.0%
Continuing contract teachers	60.0%	Up from 54.5%	74.4%	70.6%
Teachers with emergency or provisional certificates	8.3%	Down from 8.9%	3.7%	5.4%
Teachers returning from previous year	70.4%	Down from 72.3%	86.7%	83.4%
Teacher attendance rate	95.7%	Up from 94.1%	95.0%	94.9%
Average teacher salary	\$45,059	Up 3.5%	\$45,165	\$44,706
Professional development days/teacher	7.5 days	Down from 9.5 days	11.7 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 23.3 to 1	22.3 to 1	20.1 to 1
Prime instructional time	91.2%	Up from 88.8%	89.9%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.4%	Down from 98.9%	98.3%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$6,048	Up 8.9%	\$6,479	\$7,097
Percent of expenditures for instruction*	65.6%	Down from 68.4%	66.2%	64.4%
Percent of expenditures for teacher salaries*	63.2%	Down from 64.6%	60.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

McCracken Middle School experienced another tremendous year. Our students garnered numerous awards in academics, arts, and athletics. The percent of children being recognized as Junior Scholars was the highest ever, as was the number of children being selected for the Duke Tip program. Additionally, 63 students took the high school Algebra I exit exam. All of these students received high school credit and 25 had perfect scores. Students taking the high school English I course also accomplished remarkable completion rates. Lastly, our MAP scores (Measures of Academic Progress) indicated that our students were “exceeding” expected growth targets. All of this is just a sampling of the academic excellence that occurred at McCracken this year.

On the fields of competition, our athletics teams took numerous first place finishes in our district, with our wrestling team placing 4th in the state. Additionally, many of our students were able to participate in both school and recreation teams. We celebrate all their successes as we continue to provide the best programs available for our children.

Although the housing market has slowed, McCracken continues to celebrate wonderful growth. Numerous students have returned from the private-school setting and families continue to relocate to Bluffton. This growth brings new opportunities for students to soar as we expand the curriculum and offer new classes. Some of the classes for the 2008 – 2009 school year include multimedia production and environmental science. Our after school offerings have increased in variety and size to include remediation, enrichment, and acceleration opportunities. Our school newspaper was born, in addition to active art and environmental clubs. The 2008 – 2009 school year may see the birth of McCracken’s first student-published literary magazine. Lastly, our students continued to experience the forefront of technology as they produced numerous podcasts and mastered the safe use of internet resources. All of these activities and so many more allowed our children to enhance their daily lives.

Thank you for your continued support. The partnership we share as parents, community, and school is the secret to the success of all our children. We look forward to another exciting year as we continue to build the very best middle school ever!

With High Regards~

Paula Baughan, SIC Chair
Phillip Shaw, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	288	167
Percent satisfied with learning environment	81.7%	75.0%	71.3%
Percent satisfied with social and physical environment	88.5%	71.6%	67.1%
Percent satisfied with school-home relations	55.7%	80.2%	64.8%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 18 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.7%	0.0%	No
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	1122	99.9	28.1	40.8	24.8	6.3	40.9	47.3	48.2	No	Yes
Gender											
Male	569	99.8	35.7	40.8	18.8	4.7	31	40.8	41.7	N/A	N/A
Female	553	100	20.3	40.8	30.9	7.9	51.1	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	600	99.8	15.3	41.4	33.3	10	55.4	65.1	60	Yes	Yes
African American	197	100	43	41.4	12.9	2.7	21.5	30.2	31.7	Yes	Yes
Asian/Pacific Islander	14	100	0	42.9	42.9	14.3	57.1	70.1	70.4	I/S	I/S
Hispanic	304	100	44.8	39.5	14.9	0.7	24.2	34.3	38.4	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	106	100	69.9	28.2	1.9	0	5.8	12.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	245	100	50.2	35.9	13	0.9	22	30.2	36.9	No	Yes
Socio-Economic Status											
Subsided meals	483	100	42	39.2	16.6	2.2	27	32.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	1122	99.6	28	42.4	15.2	14.3	38.8	41.7	45.8	No	Yes
Gender											
Male	569	99.3	32.1	37.2	14.7	16	39.8	42.3	45.6	N/A	N/A
Female	553	99.8	23.8	47.9	15.7	12.6	37.8	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	600	99.7	16.6	43	19.4	21	51.3	60.6	59	Yes	Yes
African American	197	99	47.8	37.5	9.8	4.9	20.7	22.7	26.9	No	Yes
Asian/Pacific Islander	14	100	0	57.1	14.3	28.6	50	64.4	71.3	I/S	I/S
Hispanic	304	99.7	39.3	43.9	10	6.8	25	30	38.1	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	106	98.1	68.3	24.8	3	4	11.9	14.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	245	100	43.5	41.7	9.4	5.4	23.3	26.2	38.7	No	Yes
Socio-Economic Status											
Subsided meals	483	99.2	40.1	43.7	10.5	5.8	24.9	26.1	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	755	99.7	34.8	32.5	14.2	18.5	32.8	30.8	35.7	96.6	96.3
Gender											
Male	390	99.5	32.7	29.9	14.7	22.7	37.4	32.8	37.4	96.2	96.2
Female	365	100	37	35.2	13.8	14.1	27.9	28.7	33.8	97	96.4
Racial/Ethnic Group											
White	393	99.5	20	31.8	20.8	27.4	48.2	49.4	49.2	96.7	96.2
African American	126	100	60.5	28.6	5	5.9	10.9	12.7	17	96.1	96.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	98.2	96.7
Hispanic	221	100	47.8	35	8.4	8.9	17.2	17.4	24.9	96.6	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	97.5	96.1
Disability Status											
Disabled	69	100	70.1	19.4	6	4.5	10.4	11.7	14	95.9	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	183	100	53.6	31.9	7.2	7.2	14.5	14.5	24.4	97	96.7
Socio-Economic Status											
Subsidized meals	332	99.7	48.1	34	10.3	7.7	17.9	15.9	21.1	96.3	96.1
Social Studies											
All Students	758	99.6	32.2	38	15	14.9	29.9	28	34	96.6	96.3
Gender											
Male	387	99.5	34	33.4	17.1	15.5	32.6	30	36.6	96.2	96.2
Female	371	99.7	30.2	42.7	12.8	14.2	27	25.8	31.3	97	96.4
Racial/Ethnic Group											
White	405	99.3	22.7	37.2	18.7	21.4	40.1	42.3	44.5	96.7	96.2
African American	140	100	51.5	34.1	7.6	6.8	14.4	13.4	19.1	96.1	96.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	98.2	96.7
Hispanic	198	100	40	41.7	12.2	6.1	18.3	19.4	27.5	96.6	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.5	96.1
Disability Status											
Disabled	72	100	72.9	20	5.7	1.4	7.1	10	14.4	95.9	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	158	100	47.1	37.1	10	5.7	15.7	16.6	27.3	97	96.7
Socio-Economic Status											
Subsidized meals	319	99.7	44.2	38.1	10.9	6.8	17.7	14.9	21	96.3	96.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	358	99.4	35.3	38.8	21.8	4.1	25.9
	7	322	100	31.8	40.1	24.2	3.8	28
	8	328	100	32	47.6	18.4	2	20.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	395	100	25.5	38.8	27.1	8.5	35.6
	7	391	99.7	28.6	41.4	26.4	3.6	30
	8	336	100	30.7	42.5	20.1	6.7	26.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	358	99.7	24.5	48.1	16.7	10.7	27.4
	7	322	100	28	47.8	14.5	9.7	24.2
	8	328	100	39.1	45.6	11.2	4.1	15.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	395	100	27.1	38.3	16.8	17.8	34.6
	7	391	99.5	22.8	41.9	15.6	19.7	35.3
	8	336	99.1	35.2	48.1	12.9	3.9	16.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	181	99.5	46.9	31.9	13.8	7.5	21.3
	7	322	100	39.2	33.3	16	11.5	27.4
	8	164	100	30.2	46.3	12.8	10.7	23.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	198	100	42	26.1	16.5	15.4	31.9
	7	391	99.5	28.3	37.2	13.3	21.1	34.4
	8	166	100	40.9	29.2	13.6	16.2	29.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	177	100	16.5	50	19.6	13.9	33.5
	7	321	100	45.3	30	11.5	13.2	24.7
	8	164	100	29	49	13.1	9	22.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	197	100	19.7	41	19.7	19.7	39.4
	7	391	99.5	42.5	30.8	11.1	15.6	26.7
	8	170	99.4	23.4	50.6	18.4	7.6	25.9

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